



PINNER PARK INFANT & NURSERY SCHOOL

Single Equality Policy 2017-2020

Equal Opportunities Policy - incorporating Disability, Gender, Sexual Orientation, Gender Reassignment, Race, Pregnancy/Maternity, Age, Religion or Belief (the Protected Characteristics)

Pinner Park Infant & Nursery School is committed to equal opportunities and we hold the belief that every individual within the school community should have equal access to the provision available in our school. We believe in creating an atmosphere where each member of the school feels equally valued and secure. Positive behaviour, attitudes and actions are actively promoted and any that devalue another person or group are unacceptable in this school.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a protected characteristic and persons who do not share it
- **foster good relations** across all characteristics, and between persons who share a protected characteristic and persons who do not share it.

Policy Statement

The School will:

- acknowledge and welcome diversity among all within the school community.
- not discriminate against anyone, be they staff, pupils, parents/carers or visitors on the grounds of their race, age, colour, religion, nationality, ethnicity, national origin, gender, sexual orientation, physical or mental abilities or during pregnancy and maternity.
- ensure that all students have equal access to the full range of opportunities provided.
- aim to reduce and remove existing inequalities and barriers.
- monitor groups within school and use the results of such monitoring to develop its provision and target those at risk of under achieving.
- respect the religious beliefs and practices of all staff, pupils, parents and carers.
- ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- record, monitor, report and take appropriate action should any breach of policy occur.
- make reasonable adjustments in order to increase access to the curriculum, improve access to the School building and improve delivery of information.

DISABILITY EQUALITY

At Pinner Park Infant & Nursery School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and equality of provision in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment and access to the curriculum are as accessible as possible.

DEFINITION OF DISABILITY

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has “a physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day-to-day activities”.

In order to understand this definition more clearly, the following explanation of the terms give more guidance:

- **Physical Impairment** includes sensory impairments;
- **Mental Impairment** includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- **Substantial** means more than minor or trivial (disabilities such as ADHD, autism, asthma, diabetes and cancer are included);
- **Long term** is defined as twelve months or more.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well recognised”, although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

THE DISABILITY EQUALITY DUTY

The Disability Discrimination Act 2005 places a general duty on schools who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

MEETING THE GENERAL AND SPECIFIC DUTIES

In order to ensure we are complying with the duty we will:

- Consult with stakeholders;
- Use information collected with regards to pupils, family members/carers and staff to improve provision and services;
- Ensure appropriate and reasonable adjustments are made so that disabled pupils or adults can participate in school life;
- Monitor and take action in regard to any bullying or harassment of disabled pupils or adults;
- Portray disability positively within school including issues in Circle Time and assemblies, in use of books and stories and in discussion times;

- Ensure that the school environment is as accessible as possible and that accessibility is taken into account when work is undertaken within school;
- Ensure that the information available to parents, visitors, pupils and staff is in formats which are accessible if required;
- Ensure that any election procedures e.g. Governing Body, Parents' Association are open to candidates and voters who are disabled.

Families and staff new to the school receive a letter regarding the DDA which means they are immediately involved in the consultation process and can make the school aware of any specific need. Within this it also respects the rights of parents, children and staff to confidentiality. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out activities. Specific action will depend on the feedback received, either in continuing to develop general good practice or in addressing specific and individual need which may include strategies to promote accessibility to services or the curriculum. The school will have due regard to the need to take account of the specific disability, even when that involves treating the disabled person more favourably.

Staff training will take place to ensure staff recognise the range of barriers and discrimination faced by those with a disability.

Promoting equality of opportunity between disabled people and other people

We do this by:

- Ensuring equal/appropriate access to the curriculum;
- Monitoring achievement of students by disability and intervening if students are underachieving;
- Involving everyone in concerts, assemblies, trips etc as long as it is practically possible and safe;
- Making practical changes in provision and making reasonable adjustments;
- Regularly reviewing resources and thinking ahead when ordering for the future;
- Publicising support networks e.g. ASD and ADHD support groups;
- Encouraging disclosure through confidential means;
- Conducting access audits of the school and improving provision where practically possible.

Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability

We do this by:

- Keeping an updated register of disabled pupils, staff and families and informing all staff about those on the register (unless this breaks confidentiality);
- Monitoring incidents and attitudes within school and the school community;
- Following up incidents – including providing perpetrators with sanctions or re-education, and providing support for any victims of harassment or bullying;
- Promoting awareness and understanding of disabilities;
- Training **all** staff regarding DDA;
- Meeting regularly with those concerned to ensure that everything is in place e.g. meeting with parents of a disabled child.

Promoting positive attitudes towards disabled people

We do this by:

- Promoting positive attitudes via the curriculum;
- Using resources to reflect disabilities;
- Awareness of famous people with disabilities;
- Working with outside agencies (e.g. SACT HI teaching signing to whole class);
- PSHE/circle times/citizenship/circle of friends/SEAL/assemblies/discussion;
- Running Parent Workshops.

Encouraging participation in public life by disabled people:

We do this by:

- Consulting with parents /carers who may be, for example, visually impaired, on how to help them access information from school (newsletters etc);
- Speakers;
- Community links;
- Planning suitable events;
- Providing First Aid training for members of staff ;
- Providing sensory support for members of families with disabilities, such as hearing impairment, at school meetings and ensuring that meetings are held in accessible parts of the school;
- Making all areas of the school as accessible as possible;
- Training staff on how to deal with emergencies, i.e. cases of epilepsy, use of epipens, diabetes.

ACCESSIBILITY PLAN

PRINCIPLES

The school recognises its duty under the DDA:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to discriminate against disabled staff within recruitment procedures, training or promotion opportunities
- not to treat disabled pupils / staff less favourably
- to take reasonable steps to avoid putting disabled pupils / staff at a substantial disadvantage
- to publish an Accessibility Plan.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals eg from the local NHS Trusts.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school will make reasonable adjustments that have been identified to support specific need.

GENDER EQUALITY

At Pinner Park Infant & Nursery School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes.

MEETING THE GENERAL AND SPECIFIC DUTIES

In order to ensure we are complying with the duty we will have regard to:

- eliminating unlawful discrimination and harassment
- promoting equality of opportunity between men and women, girls and boys

Eliminating unlawful discrimination and harassment

We do this by:

- Maintaining a school ethos, which promotes gender equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Investigating and monitoring incidents of harassment or allegations of discrimination and dealing with any incidences speedily and appropriately;
- Monitoring behaviour, discipline and exclusions to remove all practices procedures and customs which are discriminatory;
- Ensuring that admissions and attendance follow LA guidelines;
- Ensuring that staff recruitment and professional development promote gender equality.

Promote equality of opportunity between men and women, girls and boys

We do this by:

- Taking into account The Equal Pay act when restructuring, recruiting or appointing staff ;
- Ensuring the curriculum is balanced and reflects a range of role models;
- Monitoring all aspects of teaching and learning and the wider curriculum to assess the ways in which they might impact on gender equality;
- Monitoring pupil achievement by gender - trends or patterns in the data are followed up as required;
- Collecting and analysing school data and other gender equality relevant information;
- Encouraging all members of the school community to participate in all aspects of school life;
- Giving the same opportunities to pupils of both sexes to participate in physical activity, both in and outside of school hours;
- Ensuring the school environment is as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs. Open evenings and other events, which parents or carers attend, are held in an accessible part of the school or alternative arrangements are made;
- Encouraging parents of both sexes to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies.
- Collecting information on gender with regards to both pupils and staff. This information is used to improve the provision of services;
- Ensuring stereotypical comments and opinions are challenged.

Transgender

Gender reassignment is explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

Sexual Orientation

The school does not discriminate on grounds of sexual orientation and any incidences of harassment or discrimination would be challenged, recorded and monitored. Staff are not treated less favourably and have equal opportunities in terms of employment and promotion.

Pregnancy and Maternity

Staff are not treated less favourably and have equal opportunities in terms of employment and promotion and any incidences of harassment or discrimination would be challenged, recorded and monitored. The school follows current regulations on maternity and parental leave and would give due consideration to flexible working.

Age

The school does not discriminate on grounds of age and any incidences of harassment or discrimination would be challenged, recorded and monitored. Staff are not treated less favourably and have equal opportunities in terms of recruitment, employment and promotion

RACE EQUALITY SCHEME

Pinner Park Infant and Nursery School is a multi-race, multi-faith, multi cultural community school and celebrates its diversity. This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

MEETING THE GENERAL AND SPECIFIC DUTIES

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and cultural groups.

All pupils are helped and encouraged to achieve high standards and teachers have high expectations for all pupils. Planning of work ensures the setting of appropriate targets and teacher assessment and regular year group moderation identifies progress towards these.

Tackling racial discrimination

We do this by:

- Actively tackling racial discrimination and promoting racial equality;
- Ensuring that no-one is treated less favourably than another on racial grounds;
- Making clear what constitutes aggressive and racist behaviour and making pupils and staff confident to challenge and report this if it occurs;
- Investigating and monitoring incidents of harassment or allegations of discrimination and dealing with any incidents speedily and appropriately;
- Monitoring behaviour, discipline and exclusions to remove all practices, procedures and customs which are discriminatory;
- Any racist incidents to be recorded and reported to the Governing Body by the Headteacher;
- Ensuring stereotypical comments and opinions are challenged.

Promote equality of opportunity

We do this by:

- Removing or minimising barriers to learning, so that all pupils can achieve;
- Having consistent expectations of all within school;
- Ensuring that our provision takes into account the needs of all within school;
- Monitoring achievement by ethnicity and take positive steps to intervene with any groups/individuals at risk of underachieving;
- Building self esteem and confidence in pupils, so that they can then use these qualities to influence their own relationships with others.

Promote good relations between people of different racial and cultural groups

We do this by:

- Creating an ethos in school where everyone feels valued and secure;
- Welcoming stakeholders and visitors of all backgrounds and ensuring displays and signs raise awareness of cultural diversity;
- Promoting activities that celebrate common experiences as well as those that foster understanding and respect for the culture and faith of others.

RELIGION and BELIEF

Pinner Park Infant and Nursery School is a diverse community where different beliefs and cultures are respected – this includes respecting those who do not adhere to a religion or belief.

The school carries out its obligation for acts of worship (assembly), which is not covered by the religion or belief provisions. The school takes account of its current intake when planning assemblies and in celebrating religious festivals.

Dealing with breaches of policy

- Stop the incident
- Support the person who is the victim
- Take action in regard to the aggressor - appropriate to the immediate situation
- Gather information
- Take additional action (which may occur after the incident) in terms of support and sanctions
- Inform the victim what action has been taken
- If the incident is witnessed by others, tell them why it is wrong
- Inform the class teacher(s) / line manager /parents (if appropriate) of both the victim and the aggressor, then record what has happened
- Report the incident to the Headteacher (or member of the Senior Leadership Team) and inform him/her of the action taken
- Headteacher to record incidents and steps taken and instigate further action if needed
- Monitor situation

The EQUALITIES SCHEME

Roles and Responsibilities

The School Equality Scheme will be aligned with the School Development Plan and its implementation will be monitored within the school's self-evaluation and other review processes. The School will consider equality implications in all policy development.

- The Governors will ensure that the School complies with statutory requirements in respect of this Scheme and any action plan and objectives.
- The Headteacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities and that they are given necessary training and support.
- The Headteacher will report progress to the Governors.
- Staff are expected to promote an inclusive and collaborative ethos in the School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equalities issues.
- All within school have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- Parents/carers and visitors to school are expected to adhere to our commitment to equality – this includes those who are providing a service to the school.

EQUALITY IMPACT ASSESSMENTS

Equality impact assessment is a systematic method of rigorously checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief, sexual orientation, gender reassignment and pregnancy/maternity.

We will undertake assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority and protected groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of provision to all.

Collecting and analysing equality information for pupils

- Attainment levels
- Progress from starting point
- Attendance levels
- Ethnicity
- Gender
- Exclusions
- Disability – this may be confidential
- Attendance at external provision - Extended School activities/extra curricular activities

Collecting and analysing equality information for employment and governance

- Applicants for employment
- Staff /Governor profile
- Attendance Levels
- Attendance on staff training events
- Complaints under any areas of the equalities policy
- Disciplinary and grievance cases
- Staff Appraisals/performance management
- Disability -Confidential

Information Gathering – Parents/carers

- Ethnicity
- Disability – this may be confidential

Involving Others

We will involve people from all aspects of our school community in the ongoing evolution of our Single Equality Scheme and Action Plan. This includes:

- A regular agenda item for staff and Governing Body meetings;
- Having staff able to discuss equality and diversity matters during parent consultation meetings;
- Discussions with children to support their understanding and gather opinion;
- Questionnaires / focus groups /targeting of specific groups or individuals.

Using data and information

Data and information will be used to develop equality objectives which will include evidence of steps being taken and progress being made towards objectives that have been set previously.

Publicising our scheme

The Single Equality Policy will be available to all persons on request and be explained to all stakeholders through:

- School website
- Staff and parent newsletter
- Staff and pupil induction
- Distribution to local community and voluntary groups as appropriate

Policy Schedule
Reviewed at: Full Governing Body: 18.05.17
Next Review: Interim updates and full review May 2020